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A STUDY OF CERTAIN CHARACTERISTICS OF ALUMNI WHO
PROVIDE FINANCIAL SUPPORT AND ALUMNI WHO
PROVIDE NO FINANCIAL SUPPORT FOR
THEIR ALMA MATER

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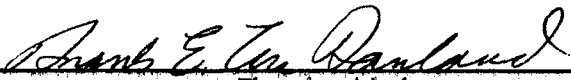
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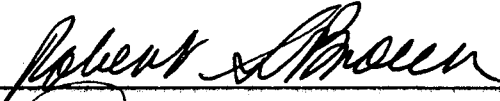
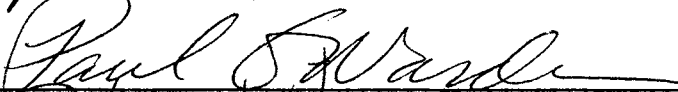
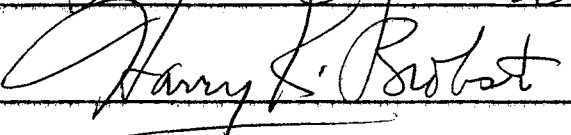
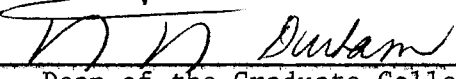
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PREFACE

This research focuses on the characteristics of alumni who provide financial support and alumni who provide no financial support for their alma mater. The primary objective is to determine if there is a difference between alumni who financially support their alma mater and those alumni who do not. A secondary objective is an attempt to develop a profile of supporting alumni of Oklahoma State University.

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CHAPTER I

INTRODUCTION

The explosion in knowledge, the quantitative pressures created by increased student enrollments, and the financial strains caused by continually rising costs have made it difficult for institutions of higher education to do all that their various publics have demanded in the past. Administrators have been confronted perpetually with the question, "will there be sufficient financial resources to keep the quality of education at a high level?" Today this question is still prevalent. With the rapid development of the junior college during the past decade, the four year colleges and universities have felt a sharp decrease in student enrollment. Dwindling student enrollments have frequently meant less state funding for these institutions. In addition, the existence of these new junior colleges has often meant a smaller share of money for all state supported institutions. Therefore, some institutions have been forced to cut programs while trying to maintain more productive ones. Advances in the cost of living also have taken their toll in higher education. In order that the colleges and universities can continue to maintain quality faculty and programs, other sources of money must be located.

Millet (37) identified five basic economic problems confronting leaders of American colleges and universities in 1963. These problems were inflation, the call for expansion of educational services, the

fluctuation of student enrollment, the need for an enlarged and modernized capital plant, and the uncertain sources of income. Administrators of today's colleges and universities are still faced with some of these same problems. Along with the rise in the cost of living, money is needed for an increase in faculty salaries and operating budgets. The growth of the junior college has not only reduced student enrollment and funding, but is producing a different type of student than the one found on campuses ten years ago. Today's college student is demanding more relevant programs and has different vocational, social and psychological needs. With the cut in federal funding for research and the decrease in state support, administrators are still faced with the problem of uncertain income as identified ten years ago by Millet (37).

Over the years, the principal sources of revenue for the public college or university have been governmental appropriations, student tuition and fees, grants, and alumni gifts. None of these alone has been enough to meet the financial budget of a growing institution, but together these sources have represented the necessary monies for maintaining a constant budget.

The nation's school and college alumni, whose financial support of higher education has burgeoned since World War II, contributed 21.5 per cent of the total revenue of institutions of higher education in 1968(55). It has been reported that "the rate of growth in alumni support has enabled schools and colleges to increasingly rely on such contributions for operating expenses and capital construction costs (31)." Recent news stories have proposed that some of the major factors in the dollar boom in alumni support of higher education are related to several changes on the national scene:

1. The end of the student revolt on campus, a change which has induced alumni to resume or increase contributions to their old schools;
2. Better business conditions, which have tended to push up donations;
3. A growing recognition among friends of higher education that universities are in serious financial trouble and need all the help they can get (43).

It has been estimated by the American Alumni Council that total alumni giving to education may exceed five hundred million dollars by 1975. Although giving by alumni appears to be on the rise, it is well known by officials at all universities and colleges that many alumni do not financially support their degree granting institution. Perry Laukhuff stated that there were approximately five million alumni of public institutions who made no financial contribution to their schools in 1971. In this time of growing financial exigency, there is a need to understand why this group of alumni have continually ignored the needs of their alma maters. Many of these same alumni of higher education have been "giving for better health, better environment, charity, religion, peace, civil rights, and any number of other causes (33)." Therefore, it is time to ask why these same alumni have not given for better colleges and universities.

Statement of the Problem

As can be inferred from the preceding statements, there is a lack of empirical information concerning why alumni do or do not make contributions to higher education. The problem addressed in this research was the attempt to discover certain distinguishing characteristics of the alumni of Oklahoma State University who have supported their alma mater as opposed to other alumni who have not been so generous.

Purpose of the Study

The major purpose of this research on alumni philanthropy was to determine if supporting and non-supporting alumni differed on five major categories of characteristics. These categories, which are discussed in greater detail in subsequent paragraphs, were academic experiences, student experiences, alumni support, personal data, and alumni attitude.

In the category of academic experiences the purpose was to determine:

1. If the graduates of one academic college are better financial supporters than the graduates of other academic colleges;
2. If the number of years spent on campus effects financial contributions to the university; and
3. If the degree or number of degrees received from Oklahoma State University effects financial support.

In the second category -- student experiences -- it was the purpose of this research to determine:

1. If participation in activities sponsored by a student's place of residence effects his financial contributions to the university;
2. If participation in student government effects financial support;
3. If participation in other types of activities effects alumni philanthropy; and
- ✓ 4. If the housing of a student effects his financial donations to the university after graduation.

In the third category--alumni support--it was desired to establish:

1. The amount of financial support contributed during the previous

year by supporting and non-supporting alumni;

2. The amount of financial support given to other institutions of higher education during the previous year by supporting and non-supporting alumni of Oklahoma State University;
- X 3. The number of visits to campus each year by supporting and non-supporting alumni;
- X 4. The distance supporting and non-supporting alumni live from campus;
5. The amount of support contributed to the athletic programs by supporting and non-supporting; and
- X 6. The participation in district alumni associations by supporting and non-supporting alumni.

In category four--personal data--it was the purpose of this research to determine: ✓

- ✓ 1. The marital status of supporting and non-supporting alumni;
- ✓ 2. The number and ages of children in the family of supporting and non-supporting alumni;
- ✓ 3. The current household income of supporting and non-supporting alumni;
- ✓ 4. If the children of supporting and non-supporting alumni have attended Oklahoma State University but have not received a degree;
5. If the children of supporting and non-supporting alumni are currently enrolled at the University; and
6. If the children of supporting and non-supporting alumni were graduates of Oklahoma State University.

In the fifth category--alumni attitudes--it was desired to learn:

1. What the alumni saw as the role of the university; and
2. The feelings of the alumni toward the university as a result of their experiences as students.

An additional purpose of this research on alumni philanthropy was to determine if it is possible to select significant characteristics which can be employed in building a profile of supporting alumni of Oklahoma State University.

Definition of Terms

The definition of terms for this research are listed below to facilitate understanding.

1. Alumni -- Those persons who have completed at least one semester of academic work in attendance at Oklahoma State University campus in Stillwater, Oklahoma.
2. Non-Supporters -- Those individuals who have attended Oklahoma State University for at least one semester of academic work and have not made a financial gift to the Oklahoma State Development Foundation or do not have a current membership in the Oklahoma State University Alumni Association at the time of this study.
3. Supporters -- Individuals who financially contributed to the Oklahoma State Development Foundation during the previous year. Since the amount of support needed to categorize an alumnus as a supporter can vary from a small to a large sum of money, further division of supporters into the following levels was necessary.

Level I -- Those individuals who have contributed from \$1.00 to \$25.00 during the previous year.

Level II -- Those individuals who have contributed from \$25.01 to \$50.00 during the previous year.

Level III -- Those individuals who have contributed from \$50.01 to \$100.00 during the previous year

Level IV -- Those individuals who have contributed from \$100.01 to \$250.00 during the previous year.

Level V -- Those individuals who have contributed from \$250.01 to \$500.00 during the previous year.

Level VI -- Those individuals who have contributed from \$500.01 to \$1000.00 during the previous year.

Level VII -- Those individuals who have contributed over \$1000.01 during the previous year.

Limitations of the Study

This research was concerned only with characteristics of the alumni of Oklahoma State University. The population which was considered in this research was limited to those alumni who had made financial contributions to the Oklahoma State University Development Foundation and to those alumni who have not made financial contributions to the Oklahoma State Development Foundation or did not have a current membership in the Alumni Association.

Organization of the Study

The preceding chapter has served as an introduction to the problem studied. The chapter included the rationale for the research, the statement of the problem that was studied, the definition of terms that were used in the study, and the limitations of the study.

The next chapter will review the relevant literature in the area. Of particular concern will be published work related to the subject of alumni financial support for institutions of higher learning.

Chapter III is concerned with the methodology of the study. It describes the population that was studied, the conduct of the study, the instrument that was used, and the statistical analysis that was employed.

Chapter IV contains a statistical analysis of the data. It includes sections on the treatment of the data and on the analysis of the results.

The concluding chapter presents a discussion of the results of this research. Conclusions are given and recommendations regarding future studies in this area are presented.

CHAPTER II

RELATED LITERATURE

Introduction

Scholarly literature related to the problem discussed in this research is relatively limited. Therefore, this chapter reviews articles and reports from the popular press as well as books and those works published in journals.

Almost from the beginning of higher education in America there has been role for alumni financial support. Gifts of money and produce; such as, cloth, fruit, vegetables, and spices, were solicited from alumni by ministers in colonial churches for the support and training of ministers and other professional persons in their neighboring colleges. The erection of a dormitory at Harvard College accounts for the first alumni gift on record; William Stroughton gave one thousand pounds for this worthy cause.

Higher education passed through two centuries before the first institutionally developed alumni association was established in 1821. In protest of the suggestion by the president of Williams College to move the campus, the alumni organized and raised twenty-five thousand dollars for a new chapel. Earlier groups of alumni had been organized basically through the initiative of the alumni themselves. "The purpose of these early organizations ranged from keeping undergraduate memories

fresh to keeping intellectual interests alive (11)." These groups were usually independent of the universities and offered little if any financial support. Intercollegiate athletics played an important part in stimulating the alumni movement in America (45). As the importance of securing funds from alumni became increasingly important, "college presidents turned increasingly to the alumni for financial assistance to meet the mounting needs for new science laboratories, revised curriculum and qualified faculty (39)."

The beginning of the twentieth century brought no relief for the growing pains of higher education in America. University officials were struggling to raise their institutional standards so as to become accredited and to meet the enrollment growth following World War I. During this period of financial struggle many colleges began hiring full-time alumni secretaries as the University of Michigan had done in 1897. As voluntary alumni giving became inadequate for growing institutions, colleges turned to financial drives which eventually became inadequate and were replaced by alumni continuous support programs.

During the late twenties more and more universities were turning to the hiring of experienced alumni directors. This movement led to the organization of the currently known American Alumni Council. By the early nineteen thirties the alumni movement in the United States had become formalized and was considered an important part in helping institutions of higher education to meet their financial needs. Giving by alumni to their alma mater was becoming a common practice.

Financial Summary of Alumni Giving

Hawthorne reported that the number of organized alumni funds had grown from ten in 1920 to over 70 in 1941. In 1941 the total amount of alumni philanthropy had grown to \$2,539,602. During the next five years, the amount more than tripled to \$9,628,922 while the number of donors increased from 273,297 to 384,272 (30).

A survey by the John Price Jones Company, Inc., released on December 27, 1956, revealed that giving to American higher education had reached a record high. Of the fifty colleges and universities included in the Jones' survey, all but one had received gifts and bequests. These donations totaled \$206,007,000 -- a gain of 47.3 per cent over the previous year's high of \$139,870,000. Gifts represented \$165,912,000 of 1955-56 contributed income, while bequests accounted for \$40,095,000 (26).

The 1956 Fund Survey conducted by the American Alumni Council indicated a slowly increasing recognition of the fact that the college student's tuition did not meet the total cost of a person's education. The report concluded that the bounty that alumni were returning to their old college as a debt of honor would help institutions of higher learning to cope with spiraling costs and rising enrollment (14).

There were both bright and dark spots in the American Alumni Council's 1957-58 survey of annual giving and alumni support for the nation's colleges. The alumni giving for 1957-58 was up 29 per cent, registering a new high record of \$129 million given in alumni gifts. The number of alumni contributors rose from 1,016,484 (in 1956-57) to 1,211,395 and the percentage of alumni rose from 20.5 to 22.5. For this same period of time Catholic institutions of higher learning were

recognized for "distinguished achievement in the development of alumni support (46)." On the bleak side, the American Alumni Council survey noted that Catholic institutions were still receiving considerably less support than other private institutions.

In 1964-65, the Council reported that 1,700,000 alumni of institutions of higher learning in the United States and Canada contributed to a more than dramatic increase in the history of the American Alumni Council's annual Fund Survey (31).

Colleges and universities have been able to rely increasingly on alumni support with the increase in contributions for operating expenses and capital construction costs. In 1966, the American Alumni Council reported that since 1954,

. . . alumni gifts have more than quadrupled from their then \$63,000,000 level. Similarly, giving to annual fund drives, which go basically for operating expenses, has jumped, from a little more than \$21,000,000 in 1954, to approximately \$78,000,000 in 1964-65 (31).

According to the Council's conservative extrapolations, based upon the number of schools and colleges not reporting in 1964-65, the estimated level of annual support was more than \$325,000,000. On the basis of this growth rate, the Council predicted that giving by alumni to their alma mater might exceed \$500,000,000 in 1975 (31).

Support to the report by the American Alumni Council's data was X provided by the Council for Financial Aid to Education with the publication of its survey of voluntary support of colleges and universities for the academic year 1964-65. The Council concluded that the generous giving by alumni and friends, foundations and corporations, church groups and other organizations had enabled higher education to gain one of the largest increases in voluntary support in a decade (15).

Holgar J. Johnson, president of the Council for Financial Aid to Education, reported that the support of higher education must continue unabated if the institutions were to meet the rising financial demands. Johnson also noted that not all colleges and universities were "exploiting vigorously enough their most logical source of gift support, their alumni (18)."

The annual survey of 50 colleges and universities for 1964 conducted by the John Price Company, Inc., showed an increase of 11.3 per cent over the preceding year. Individual donations accounted for the largest part of the total contributions, while the giving by foundation grants were on the rise and bequests and corporations were holding third and fourth place in total contributions (27).

America's colleges and universities reported a slight decrease in financial gift support for 1966 in a survey of gift support for 1966 sponsored jointly by the American Alumni Council and the Council for Financial Aid to Education. During 1966, the alumni of the reporting colleges and universities provided 21.5 per cent of the total \$1,500,000,000 gift support received during the year (54).

The Council for Financial Aid to Education reported that during the first half of 1972 a "record-breaking flood of money from private benefactors is helping American colleges and universities stay afloat in 1972 (43). For the first time in history, total contributions to colleges and universities were expected to top the two billion mark. As stated earlier, fund raisers credit the improvement in philanthropy to the end of student revolts, better business conditions and a growing recognition of the needs of higher education (43).

The Council for Financial Aid to Education, Inc., reported that alumni gifts were up by 14 per cent for the 1971 academic year and appeared to be maintaining the same pace for the first half of 1972 (15).

In the past decade donations to American colleges and universities have more than doubled. During 1972, a record-breaking flood of money, of more than an estimated two billion was contributed to institutions of higher education. X

Literature Related to Alumni Philanthropy

William O'Connor (39) has identified five basic factors that influence alumni giving habits; (1) communication, (2) humanitarianism, (3) positive feelings for the university, (4) personal attention, and (5) underlying feelings. X

Most studies dealing with communication as a factor of giving deal with charitable organizations as opposed to institutions of higher education. Emerson Andrews (3), of the Russell Sage Foundation, has indicated that giving is related to the donor's familiarity with the cause for which he is giving. Similar studies by Likert and Hayes (36) suggest that an individual's or group's decision to contribute financial support is affected positively when effective communications are used to publicize the position of the reference group to which the individual or group identifies. Randall Tyus (53), from an opinion survey of two-hundred seventy alumni of Fisk University, reported that a lack of communication between the college personnel and the alumni body inversely affected financial contributions.

The second factor identified by O'Connor as influencing alumni philanthropy, humanitarianism, is supported in studies by Booth (8),

Dichter (23), and Tyus (53). Booth (8) found after analyzing the giving behavior of twenty-five of the largest donors to Baylor University that the largest number gave for religious or ethical reasons. Tyus (53) in his study of Fisk University alumni found that alumni from the social sciences gave slightly more than those from humanities, science, and mathematics. Dichter, Stills, Andrews, and Warner and Lunt, in separate studies of the behavior of givers in community fund raising, found that givers want assurance that needy individuals will benefit from their contributions (23). Stills (44) reported that "humanitarianism" is a basic American feeling. Andrews (3) and Warner and Lunt (55) found that an individual's giving behavior is affected more by the habits of the community in which he resides and by the group to which the individual belongs or aspires to belong.

The third factor, positive feeling for the university, is supported by studies by Stills and Reeder. The satisfaction the individual gets from participation and the social relationship enjoyed through the group have been reported as two important reasons for contributing to charitable organizations by Stills (44). The effect of sharing an unusual experience has been suggested by Reeder (41) as the reason for participation by some individuals. Paul Davis (21) has indicated that donors as well as receivers have needs and that "a sense of satisfaction in a significant achievement" is important in philanthropy. Brandenburg (9) conducted a study of successful alumni and found that eighty per cent had received honors while in college and seventy-five per cent had received honors since graduation but he did not relate this behavior with giving to their alma mater. Andrews (3) found that the "gratitude of previous clients" as a chief motive in present giving.

A fourth factor in alumni giving, personal attention, has been studied by Darling and Andrews. Darling (20) in studying the effectiveness of personal appeals versus mass appeals in fund raising found that personal solicitation is responsible for successful fund raising. Andrews (3) stated that people gave because they were asked to do so. He further indicated that personal contact produced better results because it gave the individual a chance to gain a better perspective of what he was giving for.

The last factor identified by O'Connor that influences alumni giving was underlying feelings. Paul Davis (21) has identified four feelings which he states are common to all donors:

1. Knowledge that gift money is being carefully, thoughtfully, and effectively spent.
2. Knowledge that results-- tangible, definite results commensurate with the amount of the gift, are being attained.
3. A sense of satisfaction in a significant achievement-- a feeling, "I have a part in a worthwhile venture."
4. Involvement in the enterprise -- "The college wants me, wants my ideas and suggestions, as well as my money. They value me as a person (21).

Tyus hypothesized from his study of Fisk University non-giving alumni, that most did not realize how little it takes to be a giver (53).

Dichter (23) concluded that people do or do not give to charity for eight reasons:

1. Ignorance of how to give: Many people may hesitate to give because they do not know how to give. It is suggested at a deeper level that they are concerned whether they should feel casual, pious or humble about giving.
2. Money was a symbol of security. When people were asked to give to charity they were actually being asked to part with some of their security, of giving something away irretrievable.
3. Fear of embarrassment: people may be afraid of feeling ashamed if they do give. This may be tied to a fear of identification with charity cases, or poor relatives.

Pleas from a charity that they are desperately in need of funds may turn people from giving.

4. Giving enables some to "play God." Not giving, being coaxed, also serves to give persons a feeling of great importance.
5. Giving gives some the feeling of prowess, virility, the Twentieth Century equivalent of the mighty hunter.
6. Fear of surrendering power: this attitude is related to childhood feelings of perhaps consenting or not consenting to early toilet and other training patterns.
7. Fear of being forgotten: once the person gives he fears he will no longer receive attention.
8. Bandwagon psychology: people will join the majority side (23).

Summary

The recorded beginning of alumni financial support to institutions of higher education began with the donation by a Harvard alumnus for the construction of a dormitory. From the earliest days of higher education in America, alumni have been asked to contribute financial support for the erection of buildings, faculty salaries and the needs of other students. As the enrollment at universities and colleges increased and new programs were needed the need for continuous alumni financial support grew.

Studies of alumni philanthropy for the first part of the Twentieth Century indicated that the amount of financial support continually increased. While studies of alumni support conducted during the latter half of the century indicated decreasing support. Research on the subject of decreasing support suggests that it may have been due to student revolts, poor business conditions, and apathy among alumni (43).

Research dealing with why individuals give to charity, to colleges or motivated to purchase certain items concludes that five basic characteristics are prevalent: communication, humanitarianism, a positive feeling, personal attention and underlying feelings.¹ A positive relationship appears to exist between the amount of information about the purpose for which the donor is giving and the amount of support contributed. The individual's basic feelings toward others, and in some instances the amount of pressure exerted by peer group, influences the amount of financial support contributed to an organization.² The third factor which research indicates may influence an individual contribution is positive feeling. Research indicates that there is a relationship between contributions and the satisfaction felt by the donor, either in solicitation or participation has been cited as influential in philanthropy.⁴ In addition to the above characteristics, research has indicated that an individual's feelings may consciously or unconsciously influence the donation.

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

The primary purpose of this research was to determine if there was a difference between alumni who financially support their alma mater and those alumni who do not. A secondary purpose of this research was an attempt to develop a profile of supporting alumni of Oklahoma State University.

Description of the Sample

A total sample of 225 subjects was utilized in this research in an effort to secure results which were truly representative of the population.

The sample was divided into two groups. An arbitrary decision was made to select 100 individuals as the sample of the supporting alumni population, while the non-supporting alumni sample consisted of 125 individuals. The non-supporting alumni were suggested as being less responsive and, therefore, a larger sample was selected in hopes of getting an equal number of responses from the two groups.

The sample of supporting alumni was randomly selected from 9,783 names of alumni, friends, and businesses who had contributed financial support to the University. Since this population consisted of alumni,

friends and business firms, it was decided before the time of the selection that should a business or friend be selected, that the alumnus immediately following would be selected instead. A business was considered as any corporation, firm or industry which had given financial support to the University and could not be assigned to any single alumnus. A friend was considered as any individual who had given financial support to Oklahoma State University but who was not an alumnus as defined in this study. This procedure was followed in all selections with a single exception. In this event, an alumnus was selected with whom the investigator felt that the relationship between the alumnus and the investigator would bias the results, the name of the succeeding alumnus was selected,

The sample of non-supporting alumni was randomly selected from the names of 35,000 inactive alumni on file with the Executive Secretary of the Oklahoma State University Alumni Association. This population consisted of alumni who were not currently active in the Alumni Association at the time of this study.

A questionnaire was sent to each of the 225 subjects utilized in this study to his last address known by the Alumni Association or the Development Foundation. Table I tabulates the responses obtained from the original mail-out and a follow-up letter that was mailed two weeks after the initial mailing.

Development of the Instrument

An extensive review of the literature revealed no known instrument by which the data desired in the research could be secured. A rough draft of an instrument was constructed by the investigator. After

several trial questionnaires, one questionnaire was given to a doctoral dissertation seminar class at Oklahoma State University in which the investigator was enrolled. Group discussion with this class furnished additional changes in the format and the wording of the instrument. After further consultation with the investigator's adviser, a questionnaire was formulated and was presented to the investigator's committee. From this committee's review, changes in format, wording, and additional questions evolved. After these changes were made, a questionnaire was presented to a panel of experts consisting of the director or the chief administrative officer of the Development Foundation, the Alumni Office, the High School and College Relations office, the Placement office, and the Public Information office for the purpose of validation. Consultation with these experienced associates was considered as contributing to the validity of the questionnaire.

TABLE I
RESPONSES FROM SUPPORTING AND NON-SUPPORTING
ALUMNI UTILIZED IN THE RESEARCH

	SUPPORTING n = 100		NON-SUPPORTING n = 125		TOTAL n = 225	
	SAMPLE	%	SAMPLE	%	SAMPLE	%
Initial Letter	37	37	41	32	78	34
Follow-up	23	23	40	32	63	28
TOTAL	60	60	81	64	141	62

The short answer format of the questionnaire was constructed to encourage participation in the study. The questionnaire was designed with easily answered material in the beginning sections and with questions requiring more thought in the latter section. The questions were grouped according to subjects under five categories: academic experiences, student experiences, alumni support, personal data, and alumni attitudes.

In the category of academic experiences three questions were included. These questions dealt with the number of years spent on campus as a student, the academic college in which the alumnus was enrolled as a student (e.g., Business Administration), and the type(s) and date(s) of degree or degrees received.

In the second category, student experiences, four questions were included. These items related to the amount of participation as a student in student activities and to the type of residence in which the alumnus lived while a student at the University.

The third category, alumni support, included questions pertaining to the amount of financial support in terms of money given to Oklahoma State University during the previous year. Another concern was the amount of financial support given to other institutions during the same period. This category also included questions related to the frequency of visits to campus, the distance between the residence of the alumnus and the campus, his support of the athletic program, and his participation in his local or county alumni association.

Category four, personal data, contained questions relating to the marital status of the alumnus and the number and ages of children in the family. Three questions pertaining to the children of alumni and their

attendance at Oklahoma State University were also included in this category. In addition, three questions were included relating to employment satisfaction and salary.

In the fifth category, alumni attitudes, three questions were included. Two of these questions dealt with what the alumnus saw as the role of Oklahoma State University and with the feelings of the alumnus toward Oklahoma State University as a result of his experiences as a student. The final question, which was the only free response item in the instrument, allowed the respondent to make additional comments. A copy of the questionnaire is included in Appendix B.

The previously described questionnaire was mailed to each of the randomly selected 225 subjects. A cover letter (included as Appendix A to this study) was included with each questionnaire explaining the purpose of the study. The cover letter was signed by the investigator and her committee chairman. Confidentiality was guaranteed, while the alumnus was told that the number appearing on the questionnaire was for the purpose of a second mailing. The respondents were told to refrain from placing their names on the returned questionnaire unless they desired an abstract of the completed research.

The questionnaire was mailed initially on January 3, 1973, in an envelope printed with the University letterhead. The cover letter was originally typed and signed on the Department of Education letterhead before duplication. Enclosed with the cover letter and the questionnaire was a postage-paid envelope bearing the address of the central mailing service on the campus of the Oklahoma State University for the return of the questionnaire.

Seventy-eight alumni responded to the first mailing of the questionnaire. Fifteen letters of the original mailing were returned because the addressee had moved and a forwarding address was not available. A follow-up questionnaire was mailed on January 19, 1973 to the remaining 147 individuals who had not responded. The second mailing resulted in an additional 63 returned questionnaires. On February 2, 1973 a total of 141 questionnaires had been received. Of the original 225 individuals included in this research a return of 62 per cent was secured for the study.

Statistical Treatment

The twenty-nine questions selected for use in this research were divided into five major categories: academic experiences, student experiences, alumni support, personal data, and alumni attitudes. The strength of the association of the responses made by the two groups was assessed by converting chi-square into the contingency coefficient. Also, a similar analysis was made using only supporting alumni to determine the independence of the responses with respect to the size of their gift. A probability level of .05 was used to determine the significance of responses although higher levels were reported when appropriate. The tabulations were done on the IBM System 360 Model 65 using the BMD 025 program furnished by the Biomedical Computing Project at the University of California at Los Angeles.

Summary

The purpose of this chapter was to explain the methods and procedures employed in the development of this research. The ensuing chapter

includes the statistical analysis of the data obtained from the alumni according to the methods and procedures described in this chapter and purposes stated in Chapter I.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter presents the statistical treatment of the problem and each of the twenty-nine research questions. The contingency table, chi-square values and the contingency coefficient for the data are presented where appropriate.

Purpose of the Study

The purpose of this research was to determine if there was a difference between alumni who financially support their alma mater and those alumni who do not. A second purpose of this research was to develop a profile of supporting alumni of Oklahoma State University.

Chi-square calculations were made for each of the twenty-seven variables to test the independence of the responses to each of the variables made by supporting and non-supporting alumni. Since a significant chi-square indicates that the hypothesis of independence must be rejected it was considered advisable to get some assessment of the degree of association which existed among the variables. The computation of the contingency coefficient indicates the degree of association and has been included as part of the findings reported in each table of chi-square.

Analysis of Academic Experiences

Four questions were asked relating academic experiences to the occurrence of financial support by alumni. These variables were: years in attendance as a student, degree received, years passed since attendance, and academic college enrolled in as a student. The analysis of the responses are reported in the tables below.

Years in Attendance

The number of years in attendance as a student has been suggested as a predictor of future support with longer campus attendance associated with more frequent gifts. Table II lists the tabulation of responses to the question: "How many years did you attend Oklahoma State University?" The number of responses in certain categories were too small to permit the calculation of chi-square. The number of responses in each category are reported in the table,

TABLE II
ANALYSIS OF NUMBER OF YEARS IN ATTENDANCE AS A
STUDENT AT OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	Y E A R S								SUMMERS ONLY	LESS THAN ONE YEAR	TOTAL
	1	2	3	4	5	6	7				
Supporting	4	11	8	20	10	2	2	2	1	60	
Non-Supporting	3	14	12	29	11	1	3	7	1	81	
TOTAL	7	25	20	49	21	3	5	9	2	141	

Degree Received

The degree or degrees received from the University has been suggested as a predictor of future support, with higher degrees and the number of degrees received associated with more frequent gifts. Table III lists the tabulation of responses to the question: "What degree(s) did you receive from Oklahoma State University?" The number of responses in certain categories were too small to permit calculation of chi-square. The number of responses in each category are reported in the table.

TABLE III
ANALYSIS OF DEGREE(S) RECEIVED FROM OKLAHOMA
STATE UNIVERSITY

OCCURRENCE OF SUPPORT	Associate Bachelor	Master's	Specialist Doctor Doctor of Veterinary Medicine	Did Not Graduate	Two Degrees	More Than Two Degrees	Total
Supporting	34	10	1	2	12	1	60
Non-Supporting	46	17	2	4	8	4	81
TOTAL	80	27	3	6	20	5	141

Number of Years Passed

The number of years passed most recent degree received from Oklahoma State University has been suggested as a predictor of future support, with the greater number of years passed associated with more frequent gifts. Table IV lists the tabulation of responses to the question: "When did you receive your last degree from Oklahoma State University?" When the number of years passed since attendance at Oklahoma State University was combined into groups containing at least five responses the chi-square value was not significant at the .05 confidence level.

TABLE IV

ANALYSIS OF NUMBER OF YEARS PASSED SINCE
MOST RECENT DEGREE RECEIVED FROM
OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	Y E A R S							TOTAL
	1	2	3	4/5	6/7	8	9 or more	
Supporting	6	4	4	10	10	10	16	60
Non-Supporting	10	14	14	15	9	6	13	81
TOTAL	16	18	18	25	19	16	29	141
Chi-square	11.60		(12.6 = significance at .05)					
Degrees of Freedom	6							
Contingency Coefficient	0.27							

Academic College

The academic college of the alumni has been suggested as a predictor of future support, with certain colleges associated with more frequent gifts. Table V lists the tabulation of responses to the question: "From what academic college did you receive your degree?" The chi-square value with six degrees of freedom was significant at the .05 confidence level indicating differences among supporting and non-supporting alumni in the academic college of the alumni. It appears that the proportion of supporters to non-supporters is greater than would be expected for the Colleges of Business Administration, Agriculture, and Engineering and much less than expected for Education and Home Economics. The proportion in Arts and Science is as expected. The significance appears to be primarily a result of the low number of supporting alumni in the Colleges of Education and Home Economics. The College of Veterinary Medicine sample included in the research was too small to evaluate.

TABLE V

ACADEMIC COLLEGE OF ALUMNI

[illegible]

Analysis of Student Experiences

Five questions were asked relating student experiences to the occurrence of support by alumni. These variables were housing as a student, number of years lived in a single type of housing as a student, participation in resident sponsored activities, participation in student government, participation in activities other than student government or resident activities. The analysis of the responses to each of these questions is reported in the following tables.

Housing

The type of housing lived in while a student has been suggested as a predictor of future support with Greek housing associated with more frequent gifts. Table VI lists the tabulation of responses to the question: "Where did you live as a student at Oklahoma State University?" The chi-square value with four degrees of freedom was not significant at the .05 confidence level, indicating that no differences existed in the housing patterns of supporting and non-supporting alumni of Oklahoma State University.

Number of Years Lived in a Single

Type of Housing

The length of time lived in a single type of housing has been suggested as a predictor of future support with longer periods of time in one dwelling associated with more frequent gifts. Table VII lists the responses to the question: "How long did you live in one single dwelling?" The number of responses in certain categories were too small to

permit calculation of chi-square, The number of responses in each category are reported in the table.

TABLE VI
ANALYSIS OF TYPE OF HOUSING LIVED IN FOR THE
LONGEST PERIOD OF TIME WHILE A STUDENT AT
OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	Greek Housing	Combination Not Listed	Residence Hall	Married Student Housing	Town Housing	TOTAL
Supporting	8	8	14	3	27	60
Non-Supporting	12	5	25	5	34	81
TOTAL	20	13	39	8	61	141
Chi-square	2.83 (9.5 = significance at .05)					
Degrees of Freedom	4					
Contingency Coefficient	0.14					

TABLE VII
NUMBER OF YEARS LIVED IN A SINGLE TYPE OF HOUSING
WHILE A STUDENT AT OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	Y	E	A	R	S		Summer Only	Time Indicated	Not	TOTAL
	1	2	3	4	5	6	Commuted			
Supporting	4	16	8	12	2	2	2	3	11	60
Non-Supporting	6	24	20	12	2	3	4	5	5	81
TOTAL	10	40	28	24	4	5	6	8	16	141

Residence Sponsored Activities

The amount of participation in activities sponsored by a student's place of residence has been suggested as a predictor of future support, more participation being associated with more frequent gifts. Table VIII lists the tabulated responses to the question : "How active were you in the activities sponsored by your place of residence?" The chi-square value with five degrees of freedom was not significant at the .05 confidence level, indicating that no differences existed in the participation of supporting and non-supporting alumni in the activities sponsored by their place of residence while a student.

TABLE VIII

PARTICIPATION WHILE A STUDENT IN ACTIVITIES
SPONSORED BY PLACE OF RESIDENCE

OCCURRENCE OF SUPPORT	Very Active	Average	Not Active	Somewhat Active	Slightly Active	Does not Apply	TOTAL
Supporting	14	14	13	4	5	10	60
Non-Supporting	12	19	31	5	5	9	81
TOTAL	26	33	44	9	10	19	141
Chi-square	5.43	(11.1 = significance at .05)					
Degrees of Freedom	5						
Contingency Coefficient	0.19						

Participation in Student Government

The amount of participation in student government has been suggested as a predictor of future support, with more participation association with more frequent gifts. Table IX lists the tabulation of responses to the question: "How active were you in student government?" The chi-square value with five degrees of freedom was not significant at the .05 confidence level.

TABLE IX
PARTICIPATION WHILE A STUDENT IN
STUDENT GOVERNMENT

OCCURRENCE OF SUPPORT	Very Active	Average	Not Active	Somewhat Active	Slightly Active	Does not Apply	TOTAL
Supporting	3	15	31	5	6	0	60
Non-Supporting	3	7	56	5	8	2	81
TOTAL	6	22	87	10	14	2	141
Chi-square		9.46	(11.1 = significance at .05)				
Degrees of Freedom		5					
Contingency Coefficient		0.25					

Analysis of Alumni Support ✓

Eight questions were asked relating visits to campus, purchase of athletic tickets, reasons for support, contribution to other institutions and participation in alumni clubs to the occurrence of future support by alumni to Oklahoma State University. The analysis of the responses to each of these questions are reported in the tables below.

Visits to Campus

The number of visits to campus has been suggested as a predictor of future support, with more frequent visits associated with more frequent gifts. Table XI lists the tabulation of responses to the question: "How often do you visit Oklahoma State University, Stillwater campus (for purposes other than employment or as an enrolled student)?" The chi-square value with five degrees of freedom was significant at the .01 confidence level, indicating that differences exist between supporting and non-supporting alumni in the number of visits to campus. The significance appears to be related to the distribution of responses in the categories of yearly and other.

Purchase of Season Athletic Tickets

The purchase of season athletic tickets has been suggested as a predictor of future support, with the purchase of a greater variety of season tickets associated with more frequent gifts. Table XII lists the responses to the question: "Do you purchase Oklahoma State University season athletic tickets?" The number of responses in certain categories were too small to permit calculation of chi-square. The number of responses in each category are reported in the table.

TABLE XI

VISITS TO CAMPUS BY ALUMNI

OCCURRENCE OF SUPPORT	Daily Weekly Monthly	Yearly	Never	Other	TOTAL
Supporting	4	27	4	25	60
Non-Supporting	5	19	26	31	81
TOTAL	9	46	30	56	141
Chi-square	16.6	(11.3 = significance at .01)			
Degrees of Freedom	3				
Contingency Coefficient	0.32				

TABLE XII

PURCHASE OF OKLAHOMA STATE UNIVERSITY SEASON
ATHLETIC TICKETS BY ALUMNI

OCCURRENCE OF SUPPORT	Basketball Football Wrestling	Basketball Football	Other	Never	TOTAL
Supporting	10	1	2	47	60
Non-Supporting	5	1	3	72	81
TOTAL	15	2	5	119	141

Financial Contributions

The amount of past financial contributions to Oklahoma State University has been suggested as a predictor of future support. Table XIII

lists the tabulation of responses to the question: "During the past twelve months, how much have you contributed to Oklahoma State University?" The number of responses in certain categories were too small to permit calculation of chi-square. The number of responses in each category are reported in the table.

TABLE XIII

AMOUNT OF FINANCIAL SUPPORT CONTRIBUTED TO
OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	\$1.00 to \$25.00	\$25.01 to \$100.00	\$100.01 to over \$1000	Not Indicated	None	TOTAL
Supporting	5	4	2	2	47	60
Non- Supporting	5	4	4	2	66	81
TOTAL	10	8	6	4	113	141

Reasons for Supporting or Not Supporting

The reasons why alumni do or do not support Oklahoma State University has been suggested as a predictor of future support. Table XIV lists the tabulation of responses to the question: "Why do/do not you make financial contributions to Oklahoma State University?" The chi-square value with five degrees of freedom was significant at the .05 confidence level. This matching of responses by supporting and non-supporting alumni was impossible to interpret since several response

combinations were self-contradictory; e.g., non-supporting alumni who contribute because they want to help.

TABLE XIV

REASONS WHY ALUMNI DO OR DO NOT MAKE FINANCIAL
CONTRIBUTIONS TO OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	Don't want to Contribute	Can't Afford to Contribute	Contribute because they want to help	Not Indicated	Other	Taxes	TOTAL
Supporting	0	18	14	13	14	1	60
Non-Supporting	9	20	6	20	22	4	81
TOTAL	9	38	20	33	36	5	141
Chi-square		14.56	(11.1 = significance at .05)				
Degrees of Freedom		5					
Contingency Coefficient		0.30					

Financial Contributions to Other Institutions
of Higher Education

Financial contributions to other institutions of higher education by alumni of Oklahoma State University have been suggested as predictors of future support of Oklahoma State University. Table XV lists the tabulation of responses to the question: "Do you make financial contribution to colleges and universities other than Oklahoma State

University?" The chi-square value with two degrees of freedom was not significant at the .05 confidence level, indicating that there was not a difference in supporting and non-supporting alumni of Oklahoma State University in their financial contributions to other institutions of higher education.

TABLE XV
FINANCIAL SUPPORT CONTRIBUTED TO OTHER
INSTITUTIONS OF HIGHER EDUCATION

OCCURRENCE OF SUPPORT	YES	NO	TOTAL
Supporting	14	46	60
Non-Supporting	14	67	81
TOTAL	28	113	141
Chi-square	0.79	(6,0 = significance at .05)	
Degrees of Freedom	1		
Contingency Coefficient	0.78		

The Amount of Contributions to Other
Institutions of Higher Education

The amount of financial contributions made by alumni of Oklahoma State University has been suggested as a predictor of future support, with no contributions to other institutions associated with more frequent gifts to Oklahoma State University. Table XVI lists the

tabulation of responses to the question: "How much have you contributed to colleges and universities other than Oklahoma State University during the past twelve months?" The number of responses in certain categories were too small to permit calculation of chi-square. The number of responses in each category are reported in the table.

TABLE XVI
AMOUNT OF CONTRIBUTIONS TO INSTITUTIONS OF
HIGHER EDUCATION OTHER THAN
OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	\$1.00 to \$25.00	\$25.01 to \$100.00	\$100.01 to over \$1000	Not Indicated	None	TOTAL
Supporting	5	4	2	2	47	60
Non- Supporting	5	4	4	2	66	81
TOTAL	10	8	6	4	113	141

Participation in County or Local Alumni Clubs

Participation in county or local alumni clubs has been suggested as a predictor of future support, with participation associated with more frequent gifts. Table XVII lists the tabulation of responses to the question: "Do you participate in your county or local Oklahoma State University alumni club?" The chi-square value with two degrees of freedom was significant at the .01 confidence level, indicating that

there was a difference in supporting and non-supporting alumni who participate in their local alumni club. Ninety-three per cent of the supporting alumni who responded reported participation in their local or county alumni club,

TABLE XVII
PARTICIPATION BY ALUMNI OF OKLAHOMA STATE
UNIVERSITY IN COUNTY OR LOCAL
ALUMNI CLUBS

OCCURRENCE OF SUPPORT	YES	NO	DO NOT HAVE ONE IN AREA AND SOMETIMES	TOTAL
Supporting	13	30	17	60
Non-Supporting	1	54	26	81
TOTAL	14	84	43	141
Chi-square	16.28	(9.2 = significance at .01)		
Degrees of Freedom	2			
Contingency Coefficient	0.32			

Contributions by Spouses of Alumni

Financial support contributed by spouses of Oklahoma State University alumni to other institutions of higher education has been suggested as a predictor of future support, with no support to other institutions associated with more frequent gifts to the University. Table XVIII

lists the tabulation of responses to the question: "If your wife (husband) is a graduate of another degree granting institution (other than O.S.U.) does she (he) support financially that institution?" The chi-square value with three degrees of freedom was not significant at the .05 level, indicating that there was not a difference for supporting and non-supporting alumni who were married to graduates of other institutions of higher education and their contributions to degree granting institutions other than Oklahoma State University.

TABLE XVIII
CONTRIBUTIONS BY SPOUSES OF OKLAHOMA STATE
UNIVERSITY TO THEIR DEGREE
GRANTING INSTITUTION

OCCURRENCE OF SUPPORT	YES	NO	DOES NOT APPLY	DID NOT ANSWER	TOTAL
Supporting	4	21	32	3	60
Non-Supporting	6	32	38	5	81
TOTAL	10	53	70	8	141
Chi-square	0.58				
Degrees of Freedom	3				
Contingency Coefficient	0.06				

Analysis of Personal Data

Eleven questions were asked relating personal data to the occurrence of future support by alumni of Oklahoma State University. These variables were marital status, number of children, ages of children, current enrollment of children at Oklahoma State University, past enrollment of children at Oklahoma State University, degree received by children of alumni from Oklahoma State University, encouragement given to children to attend Oklahoma State University, employment, employment satisfaction, income and distance lived from Oklahoma State University campus. The analysis of the responses to each of these questions are reported in the tables below.

Marital Status

The marital status of alumni has been suggested as a predictor of future support, with the status of married associated with more frequent gifts. Table XIX lists the tabulation of responses to the question: "What is your marital status?" The number of responses in certain categories were too small to permit calculation of chi-square. The number of responses in each category are reported in the table,

Age of Children

The age of alumni's children has been suggested as a predictor of future support to the University, with older children associated with more frequent gifts. Table XX lists the tabulation of responses to the question: "What are the ages of your children?" When ages of children were combined into groups of no less than five responses the chi-square

value was significant at the .05 confidence level. The significances appear to be related to the number of responses in the category of eleven to twenty years of age.

TABLE XIX
MARITAL STATUS OF OKLAHOMA STATE
UNIVERSITY ALUMNI

OCCURRENCE OF SUPPORT	Married	Single Divorced Separated	Widow Widower	Total
Supporting	55	3	2	60
Non-Supporting	75	6	0	81
TOTAL	130	9	2	141

TABLE XX
AGES OF ALUMNI'S CHILDREN

OCCURRENCE OF SUPPORT	None	1 to 10	11 to 20	21 to 51	Total
Supporting	8	13	31	8	60
Non-Supporting	18	32	23	8	81
TOTAL	26	45	54	16	141
Chi-square	10.15	(7.8 = significance at .05)			
Degrees of Freedom	3				
Contingency Coefficient	0.25				

Current Enrollment of Children

The current enrollment at Oklahoma State University by children of alumni has been suggested as a predictor of future support, with no children currently enrolled associated with more frequent gifts. Table XXII lists the tabulation of responses to the question: "Are any of your children currently enrolled at Oklahoma State University?" The chi-square value with two degrees of freedom was not significant at the .05 confidence level, indicating that supporting and non-supporting alumni do not differ on current enrollment of their children at Oklahoma State University. The distribution of responses did not permit calculation of chi-squares. The number of responses in each category is shown in the table.

TABLE XXII

CURRENT ENROLLMENT AT OKLAHOMA STATE UNIVERSITY BY CHILDREN OF ALUMNI

OCCURRENCE OF SUPPORT	YES	NO	DOES NOT APPLY	TOTAL
Supporting	4	47	9	60
Non-Supporting	3	60	18	81
TOTAL	7	107	27	141

Past Enrollment by Children of Alumni

The past enrollment at Oklahoma State University by children of alumni has been suggested as a predictor of future support, with alumni having no children who have attended the University and not received a degree associated with more frequent gifts. Table XXIII lists the tabulation of responses to the question: "Have any of your children ever attended Oklahoma State University but not received a degree?" The chi-square value with two degrees of freedom was not significant at the .05 confidence level, indicating that supporting and non-supporting alumni do not differ in having had children who had attended Oklahoma State University but who had not received a degree.

TABLE XXIII

COMPARISON OF ALUMNI ON BASIS OF CHILDREN
WHO ATTENDED OKLAHOMA STATE UNIVERSITY
BUT DID NOT RECEIVE A DEGREE

OCCURRENCE OF SUPPORT	YES	NO	DOES NOT APPLY	TOTAL
Supporting	5	46	9	60
Non-Supporting	6	53	22	81
TOTAL	11	99	31	141
Chi-square	2.97	(6.0 = significance at .05)		
Degrees of Freedom	2			
Contingency Coefficient	0.14			

Degrees Received by Children of Alumni

The receiving of a degree by children of alumni has been suggested as a predictor of future support, with alumni who have children who have received a degree from Oklahoma State University associated with more frequent gifts. Table XXIV lists the tabulation of responses to the question: "Have any of your children ever attended Oklahoma State University but not received a degree?" The chi-square value with two degrees of freedom was not significant at the .05 confidence level, in indicating that supporting and non-supporting alumni did not differ in those who had children who were graduates of Oklahoma State University and those whose children were not graduates of Oklahoma State University.

TABLE XXIV

COMPARISON OF ALUMNI ON BASIS OF CHILDREN WHO
ARE GRADUATES OF OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	YES	NO	DOES NOT APPLY	TOTAL
Supporting	6	44	10	60
Non-Supporting	4	55	22	81
TOTAL	10	99	32	141
Chi-square	3.06	(6.0 = significance at .05)		
Degrees of Freedom	2			
Contingency Coefficient	0.14			

Encouragement Given Children to Attend

Oklahoma State University

The encouragement given to children of alumni or other children has been suggested as a predictor of future support to the University, with more encouragement associated with more frequent gifts. Table XXV lists the tabulation of responses to the question: "Do you encourage your own or other children to attend Oklahoma State University?" When the categories were combined the number of responses in certain categories were too small to permit calculation of chi-square. The number of responses in each category are reported in the table.

TABLE XXV

AMOUNT OF ENCOURAGEMENT ALUMNI GIVE THEIR OWN
CHILDREN OR OTHER CHILDREN TO ATTEND
OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	STRONGLY ENCOURAGE SLIGHTLY ENCOURAGE	NEUTRAL	STRONGLY DISCOURAGE DISCOURAGE	DID NOT ANSWER	TOTAL
Supporting	42	13	1	4	60
Non-Supporting	32	26	1	12	81
TOTAL	74	39	2	16	141

Current Employment

The employment of alumni has been suggested as a predictor of future support, with salaried employment associated with more frequent gifts. Table XXVI lists the tabulation of responses to the question: "How are you currently employed?" The number of responses in certain categories were too small to permit calculation of chi-square. The number of responses in each category are reported in the table.

TABLE XXVI
CURRENT EMPLOYMENT OF ALUMNI

OCCURRENCE OF SUPPORT	SELF-EMPLOYED	SALARIED	WAGED	RETIRED	OTHER	HOUSEWIFE	NOT ANSWERED	TOTAL
Supporting	9	38	1	2	8	1	1	60
Non-Supporting	10	46	5	1	5	13	1	81
TOTAL	19	84	6	3	13	14	2	141

Occupational Satisfaction

The occupational satisfaction of alumni has been suggested as a predictor of future support, with extremely satisfied associated with more frequent gifts. Table XXVII lists the tabulation of responses to the question: "How satisfied are you in your current employment?" The

chi-square value with four degrees of freedom was not significant at the .05 confidence level, indicating that supporting and non-supporting alumni did not differ in the amount of satisfaction they received in their occupation.

TABLE XXVII
CURRENT OCCUPATIONAL SATISFACTION OF ALUMNI

OCCURRENCE OF SUPPORT	EXTREMELY SATISFIED	SATISFIED	UNSATISFIED AND EXTREMELY UNSATISFIED	NOT ANSWERED	TOTAL
Supporting	33	20	2	5	60
Non-Supporting	32	35	6	8	81
TOTAL	65	55	8	13	141
Chi-square	4.11	(9.5 = significance at .05)			
Degrees of Freedom	3				
Contingency Coefficient	0.18				

Household Income

The current household income of alumni has been suggested as a predictor of future support, with larger incomes associated with more frequent gifts. Table XXVIII lists the tabulation of responses to the

question: "What is your approximate current household income?" The distribution of responses in certain categories did not permit calculation of chi-square. The number of responses in each category is shown in the table.

TABLE XXVIII
CURRENT HOUSEHOLD INCOME OF ALUMNI

OCCURRENCE OF SUPPORT	\$1.00 to \$4,000.00	\$4,000.00 to \$8,000.00	\$8,000.00 to \$12,000.00	\$12,001.00 to \$18,000.00	\$18,001.00 to \$25,000.00	\$25,001.00 to \$35,000.00	OTHER	NOT INDICATED	TOTAL
Supporting	2	5	11	18	10	9	3	2	60
Non-Supporting	2	3	14	19	21	11	3	8	81
TOTAL	4	8	25	37	31	20	6	10	141

Distance Lived from Campus

The number of miles lived from campus has been suggested as a predictor of future support, with a shorter distance associated with more frequent gifts. Table XXIX lists the tabulation of responses to the question: "How far do you live from Oklahoma State University, Stillwater, Oklahoma campus?" The chi-square value with seven degrees of

freedom was significant at the .05 confidence level, indicating that supporting and non-supporting alumni do differ in the distance lived from Oklahoma State University, Stillwater campus. The source of significance appears to be related to the distribution of responses in the categories of 51 to 100 miles and over 500 miles.

TABLE XXIX
DISTANCE LIVED FROM OKLAHOMA STATE UNIVERSITY,
STILLWATER CAMPUS BY ALUMNI

OCCURRENCE OF SUPPORT	0 to 25 miles	26 to 50 miles	51 to 100 miles	101 to 200 miles	201 to 300 miles	301 to 400 miles	401 to 500 miles	OVER 500 miles	TOTAL
Supporting	1	7	15	10	7	2	4	14	60
Non-Supporting	7	3	15	9	5	5	2	35	81
TOTAL	8	10	30	19	12	7	6	49	141
Chi-square	14.63		(14.1 = significance at .05)						
Degrees of Freedom	7								
Contingency Coefficient	0.30								

Analysis of Alumni Attitude

One question was asked relating alumni attitude to the occurrence of future support. This variable was satisfaction with experiences at Oklahoma State University. The analysis of the responses to this

question is reported in Table XXX. The chi-square value with five degrees of freedom was significant at the .05 confidence level, indicating that supporting and non-supporting alumni do differ in their attitudes toward their experience while a student at Oklahoma State University.

TABLE XXX

ATTITUDE OF ALUMNI TOWARD THEIR EXPERIENCES WHILE
A STUDENT AT OKLAHOMA STATE UNIVERSITY

OCCURRENCE OF SUPPORT	AGREE STRONGLY	AGREE	DISAGREE AND STRONGLY DISAGREE	NOT INDICATED AND CAN'T DECIDE	TOTAL
Supporting	34	22	2	2	60
Non-Supporting	26	35	10	10	81
TOTAL	60	57	12	12	141
Chi-square	11.84 (11.3 = significance at .01)				
Degrees of Freedom	3				
Contingency Coefficient	0.28				

Amount of Support Contributed by Supporters

When each of the twenty-nine research questions were analyzed for their relationship to the amount of support contributed by supporters, only two variables were significant: (1) the degree(s) received from Oklahoma State University, and (2) reasons for giving. Only these two variables will be discussed in this section.

Degree Received by Supporting Alumni

The degree received by supporting alumni has been suggested as a predictor of the amount of support that will be contributed. Table XXXI lists the tabulation of the question: "What degree(s) did you receive from Oklahoma State University?" When the degrees received by supporting alumni were combined into groups containing at least five responses, the chi-square value with two degrees of freedom was significant at the .01 confidence level, indicating that supporters who have received their Bachelor degree from Oklahoma State University give significantly more than alumni who have earned graduate degree(s) at Oklahoma State University.

Reasons Why Supporting Alumni Contribute

The reasons why alumni contribute to Oklahoma State University has been suggested as a predictor of the future amount of gifts to Oklahoma State University. Table XXXII lists the tabulations to the question: "Why do you make financial contributions to Oklahoma State University?" The chi-square value for the reasons why supporting alumni contribute to Oklahoma State University with two degrees of freedom was significant at

the .001 confidence level indicating that supporters who gave did so because they wanted to help the University.

TABLE XXXI

ACADEMIC DEGREE(S) RECEIVED BY SUPPORTING
ALUMNI OF OKLAHOMA STATE UNIVERSITY

AMOUNT OF SUPPORT	BACHELOR	ALL OTHER	TOTAL
\$1.00 to \$25.00	12	8	20
\$26.00 to \$250.00	13	2	15
None	9	16	25
TOTAL	34	26	60
Chi-square	9.93	(9.2 = significance at .01)	
Degrees of Freedom	2		
Contingency Coefficient	0.37		

TABLE XXXII

REASONS WHY SUPPORTING ALUMNI CONTRIBUTE
TO OKLAHOMA STATE UNIVERSITY

AMOUNT OF SUPPORT	Don't Want to and Can't Afford to Contribute	Want to Help and Not Indicated	Other and Taxes	TOTAL
\$1 to \$1,001	3	22	10	35
None/Not Indicated	15	5	5	25
TOTAL	18	27	15	60
Chi-square	19.23	(13.8 = significance at .05)		
Degrees of Freedom	2			
Contingency Coefficient	0.49			

Summary

Significant differences were found to exist between supporting and non-supporting alumni of Oklahoma State University in academic college, number of visits to campus, reasons for contributing and participation in alumni clubs. In addition, significant differences were found in age of children, number of children, distance lived from campus and attitude toward their experiences as a student.

Significant differences were not found to exist between supporting and non-supporting alumni of Oklahoma State University in number of years passed since attendance, type of housing, participation in activities sponsored by place of residence, participation in student government, and participation in other types of activities. In addition, significant differences were not found to exist in financial support contributed to other institutions, contributions by spouses of alumni to other institutions and occupational satisfaction. Additional differences were not found to exist in current enrollment of the children at the University, degrees received by children of alumni and in having children who had attended the University but who had not received a degree.

Due to the distribution of responses, chi-square could not be calculated for number of years in attendance, degree, number of years lived in a single dwelling, amount contributed to Oklahoma State University, amount contributed to other institutions. In addition, chi-square could not be calculated for marital status, current enrollment of children at the University, amount of encouragement given to children to attend Oklahoma State University, current employment, and purchase of athletic tickets.

Chapter V will consider the findings related to the research question, summarize the study, present conclusions derived from the data, and make recommendations based upon the findings.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Introduction

The content of this chapter provides a review of the purposes and procedures of the study, a summary regarding the findings, recommendations for use of the findings and recommendations for further research.

Summary of the Study

The study sought to determine if a difference existed between financial supporting and non-supporting alumni of Oklahoma State University. The study was deemed important because of the material as a resource. Information concerning the academic and student experiences of former students as well as their attitude was desired for further evaluation of student programs and alumni philanthropy.

A questionnaire was developed by the investigator. The questionnaire was sent to one hundred supporting alumni, indicated by their past contributions to the Oklahoma State University Development Foundation, and to one hundred twenty-five non-supporting alumni as indicated by their lack of participation in the Oklahoma State University Alumni Association. A total of two hundred twenty-five questionnaires were mailed. The questionnaire was accompanied by a cover letter explaining the purpose of the questionnaire and a postage-paid envelope addressed to the central mailing service at the Oklahoma State University. After

a follow-up letter, 141 questionnaires were returned and used in the study. This figure represented 61.3 per cent of the alumni included in the study. Results of the questionnaire formed the basis for findings and recommendations.

The questionnaire was designed to secure information regarding academic experiences, student experiences, alumni support, personal data, and alumni attitude. Responses were coded on the questionnaire and the one open-ended item was categorized for coding. The responses were analyzed using chi-square techniques to test if frequencies were significantly different than might be expected by chance. Contingency coefficients were calculated for contingency tables to assess the strength of any relationships found.

Findings of the Study

An analysis of the data of the study resulted in the findings enumerated below:

1. The majority of the alumni included in the study attended Oklahoma State University four years. A greater percentage of non-supporting than supporting alumni reported they had attended Oklahoma State University for more than four years.

2. The bachelor degree was the most commonly reported degree received by both supporting and non-supporting alumni. None of the supporting or non-supporting alumni reported having received the specialist degree.

3. The greatest number (16%) of the supporting alumni received their most recent degree eight years ago. The greatest number (17.3%)

of the non-supporting alumni received their most recent degree two to three years ago.

4. The College of Agriculture (20%), Business Administration (25%), and Engineering (26%) are the academic colleges of the greatest number of supporting alumni. Non-supporting alumni appeared to be graduates of the academic colleges of Education (25%) and Home Economics (22%).

5. Town housing was cited by the greatest number of supporting (45%) and non-supporting (42%) alumni as their place of residence while attending the University.

6. More non-supporting (38%) than supporting alumni (21%) were not active in activities sponsored by their place of residence.

7. More non-supporting (69%) than supporting alumni (51%) were not active in student government.

8. In considering types of activities other than those sponsored by place of residence and student government, more non-supporting (32%) than supporting alumni (18%) were inactive.

9. Regardless of the type of campus activity, non-supporting alumni were less active on the campus than supporting alumni.

10. Supporting alumni visit the campus at least yearly (52%), while only 30% of the non-supporting alumni visit that frequently.

11. Neither supporting (78%) nor non-supporting alumni (89%) purchase basketball, football, wrestling or other kinds of athletic tickets regularly.

12. Approximately 23% of the supporting alumni contribute because they want to help the University.

13. Contributions to other institutions of higher education are made by 23% of the supporting alumni and by 17% of the non-supporting alumni.

14. Approximately 93% of the supporting alumni participate in their county or local alumni club while only 7% of the non-supporting are active.

15. The spouses of supporting and non-supporting alumni do not contribute to other institutions of higher education.

16. The marital status of 92% of the supporting and 93% of the non-supporting alumni is married.

17. Supporting alumni tend to have more children than non-supporting alumni. Thirty per cent of the supporting alumni have three children and 28% have two children. Twenty-one per cent of the non-supporting alumni have three children while 24% have two children.

18. The average age of children of supporting alumni is in the range of 21 to 30 years, while the average age of children for non-supporting alumni is 11 to 20 years.

19. Most supporting (78%) and non-supporting alumni (74%) do not have children currently enrolled at O. S. U.

20. Only 7% of the supporting and non-supporting alumni reported having had children attend Oklahoma State University but who did not graduate.

21. The findings indicate that 10% of the supporting alumni have children who are graduates of Oklahoma State University. Only 4.9% of the non-supporting alumni indicated that their children are graduates of the University.

22. Fifty per cent of the supporting alumni encourage their children to attend Oklahoma State University while 33% of the non-supporting alumni encourage their own children or other children to attend the University.

23. Approximately 60% of the supporting and non-supporting alumni are employed in salaried occupations.

24. Analysis of the data indicated that 55% of the supporting alumni are extremely satisfied in their occupation and 39.5% of the non-supporting are extremely satisfied.

25. The current household income of 30% of the supporting alumni and 23% of the non-supporting alumni is from \$18,001.00 to \$25,000.00.

26. Approximately 40% of the non-supporting alumni live over 500 miles from the Stillwater campus while less than 24% of the supporting alumni live over 500 miles from campus.

27. More than 50% of the supporting alumni are totally satisfied with their experiences at Oklahoma State University while less than 33% of the non-supporting alumni are totally satisfied.

An analysis of the data resulted in a significant difference between supporting and non-supporting alumni in academic college, age of children, number of children, and distance lived from the campus. In addition, significant differences were found to exist between supporting and non-supporting alumni in their attitudes toward experiences at Oklahoma State University, participation in alumni clubs and reasons for contributing.

The significant difference found to exist between supporting and non-supporting alumni in their attitudes toward their student and academic experiences can be related to the number of visits to campus. Alumni who are satisfied with their experiences tend to maintain favorable views of the campus. If they visited the campus frequently they would be more likely to see changes in regulations and students that conflict with their opinions and attitudes.

The participation in county or local alumni clubs also resulted in a significant difference for supporting and non-supporting alumni. This difference can be related to desire of alumni to keep active in Oklahoma State University, also, the participation keeps the alumni better acquainted with what is happening on the campus. As stated by Andrews (3), when individuals are involved with others who are giving they are more likely to do so.

Profile of Supporting Alumni

In developing a profile of financial supporting alumni, it can be said that graduates of the Colleges of Agriculture, Business Administration, and Engineering give more frequently than expected by chance, particularly alumni of the Colleges of Business Administration and Agriculture. A second significant variable in describing the supporting alumni is participation in alumni clubs. The supporting alumni appear to differ significantly from the non-supporting alumni in the age of their children and number of children. Alumni with older children give significantly more frequently than alumni with younger children. Fifth, the distance lived from Oklahoma State University, Stillwater campus appears to be another significant variable in describing the supporting alumni. The supporting alumnus who lives from fifty-one to one hundred and over five hundred miles from the campus gives more frequently than those living from zero to twenty-five miles or three-hundred one to five hundred miles. Sixth, supporting and non-supporting alumni differ significantly also in their attitude toward their experiences as a student at Oklahoma State University. The supporting alumni "strongly agree" with the research question pertaining to their experiences. This seems

to indicate that the supporting alumni are totally satisfied with their experiences at Oklahoma State University and would not hesitate to recommend the institution to other individuals. In addition, supporting alumni differ significantly from non-supporting alumni on visits to campus.

It can be concluded that the supporting alumnus is a graduate of the Colleges of Agriculture, Business Administration or Engineering. The supporting alumnus visits the campus yearly or less often, tends to be active in his local or county alumni club and he has a very favorable attitude toward his experiences as a student at Oklahoma State University. In addition, the supporting alumnus has two or three children who are older than the children of non-supporting alumni.

Recommendations as Result of the Study

Alumni philanthropy is of continuing importance; therefore, further research of the eight significant variables found in this investigation is needed to further determine if they really are significant and did not occur by chance. There appears to be little research in the area of alumni philanthropy; therefore, studies need to be designed to investigate relationships between alumni attitudes, participation, and philanthropy.

1. Participation in local or county alumni clubs is significant in philanthropy; therefore, more alumni clubs should be developed and alumni should be encouraged to participate.

2. Age of children is significant; hence, more emphasis should be placed on solicitation from alumni who are more likely to have older children.

3. The distance lived from campus is significant, alumni living from twenty-six to three hundred miles should be identified for purposes of philanthropy. In addition, if alumni clubs are not organized in this range of distance, they should be established.

4. Infrequent visits to campus are significant to philanthropy, emphasis should be given to making these enjoyable and pleasant experiences.

5. The academic college of alumni is important in philanthropy; therefore, solicitation from graduates of the colleges of Agriculture, Business Administration and Engineering should be given more attention. Further, additional efforts should be made to determine those factors significant in the non-support of graduates of the Colleges of Education and Home Economics.

6. The number of children in the family of alumni is important to philanthropy; therefore, emphasis should be placed in identifying alumni with fewer children.

7. The reasons alumni financially support the University is important to philanthropy; therefore, alumni who contribute because they "want to help" should be identified.

8. The attitude of alumni toward their experiences while a student at Oklahoma State University is important to philanthropy; therefore, emphasis should be placed on alumni who are completely satisfied with their past experiences.

Continuing research is needed on student and academic experiences so as to improve alumni attitude in these areas. Additional research information should be secured to determine if those subjects classified as non-supporting alumni were making contributions to Oklahoma State

University in ways other than those reported by the Development Foundation. If the concept of the non-supporting alumni would have to be modified, certain of the non-significant variables in the study might turn out to be significant and important determiners in differentiating between the groups examined in this research.

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APPENDICES

APPENDIX A



Oklahoma State University

DEPARTMENT OF EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 6461

January 2, 1973

Dear Oklahoma State University Alumnus:

A study of Oklahoma State University alumni is being conducted which involves certain characteristics and attitudes of alumni for the purpose of improving student services.

This study is being conducted in cooperation with the Student Personnel and Guidance section in the Department of Education at Oklahoma State University. The information obtained from this study will not be used now or anytime in the future for purposes of solicitation. Names will not be included in the study nor identified in any manner. The number on the questionnaire is for the purpose of a second mailing to those who do not respond to the enclosed questionnaire. The number on the questionnaire will be removed as soon as your questionnaire is received.

We hope you will aid us in this study and return the completed questionnaire in the enclosed self-addressed, postage-paid envelope. Approximately eight to ten minutes of your time will be required to complete the questionnaire.

Thank you for your help and cooperation!

Sincerely yours,

Frank E. McFarland

Frank E. McFarland, Ed.D.
Professor of Education
Oklahoma State University

Flora A. Caruthers

(Mrs.) Flora Caruthers
Researcher

APPENDIX B

SURVEY OF CHARACTERISTICS OF OKLAHOMA STATE UNIVERSITY ALUMNI

This questionnaire is designed to provide Oklahoma State University with information about certain characteristics and attitudes of Oklahoma State University Alumni. Please answer the questions thoughtfully and completely. The information on this form will be kept confidential. When you have completed the questionnaire, please return it in the enclosed stamped envelope.

1. Did you ever attend Oklahoma State University (or Oklahoma A. and M. College)?

☐ Yes
☐ No

If your answer is "no", please do not complete the questionnaire, but return it in the enclosed envelope.

If your answer is "yes" to question Number 1, please answer the following questions.

ACADEMIC EXPERIENCES

2. How many years did you attend O.S.U.?

☐ summers only (How many?)
☐ less than one year
☐ one year
☐ two years
☐ three years
☐ four years
☐ five years
☐ six years
☐ seven years
☐ more than seven years

3. Check all of the following that apply to you.

☐ I received an Associate's degree
☐ I received a Bachelor's degree
☐ I received a Master's degree
☐ I received a Specialist's degree
☐ I received a Doctor's degree
☐ I received a Doctorate of Veterinary Medicine
☐ I did not graduate with a degree but was enrolled in _____ college (put in the name of the college).

- 3a. If you did graduate, what was the year, the type of degree (s) and what was your major. (EXAMPLE: 1946, B.S., Agronomy.)

STUDENT EXPERIENCES

4. Where did you live as a student and how long? (Indicate on the line the length of time lived each place.)

☐ Fraternity house
☐ Sorority house
☐ Residence Hall
☐ Married Student Housing
☐ Town Housing
☐ Other (specify) _____

5. How active were you in the activities related to or sponsored by your place of residence?

☐ very active ☐ somewhat active
☐ average ☐ slightly active
☐ not active

6. How active were you in student government?

☐ very active ☐ somewhat active
☐ average ☐ slightly active
☐ not active

7. Concerning student activities other than those mentioned above, I was:

☐ very active ☐ somewhat active
☐ average ☐ slightly active
☐ not active

ALUMNI SUPPORT

8. How often do you visit O.S.U., Stillwater campus (for purposes other than employment or as an enrolled student.)

☐ daily ☐ monthly
☐ weekly ☐ yearly
☐ never ☐ other (specify) _____

9. Do you purchase O.S.U. season athletic tickets? Check all that apply.
☐ Basketball
☐ Football
☐ Wrestling
☐ Never
☐ Other (specify) _____
10. During the past twelve months, I have made financial contributions to O.S.U. in the total amount of:
☐ \$1.00 to \$25.00
☒ \$26.00 to \$50.00
☐ \$51.00 to \$100.00
☐ \$101.00 to \$250.00
☐ \$251.00 to \$500.00
☐ \$501.00 to \$1000.00
☐ over \$1001.00
11. The primary reason that I do/ do not (circle one) support O.S.U. financially is as follows: _____

12. Do you make financial contributions to other colleges or universities other than O.S.U.?
☐ Yes
☐ No
13. If your answer is "yes" to question number twelve - what is the total amount you have contributed to colleges and universities other than O.S.U. during the past twelve months?
☐ \$1.00 to \$25.00
☐ \$26.00 to \$50.00
☐ \$51.00 to \$100.00
☐ \$101.00 to \$250.00
☐ \$251.00 to \$500.00
☐ \$501.00 to \$1000.00
☐ over \$1001.00
14. Do you participate in your county or local O.S.U. Alumni club?
☐ Yes
☐ No
☐ Do not have one in my area.
15. If your wife (husband) is a graduate of another degree granting institution (other than O.S.U.) does she (he) support financially that institution?
☐ Yes
☐ No
☐ Does not apply

PERSONAL DATA

16. What is your marital status?
☐ Married
☐ Single
☐ Divorced
☐ Separated
☐ Widow
☐ Widower
☐ Other (specify) _____
17. How many children do you have? _____
18. What are the ages of your children?

☐ Does not apply
19. Are any of your children currently enrolled at O.S.U.?
☐ Yes
☐ No
☐ Does not apply
20. Have any of your children ever attended O.S.U. but not received a degree?
☐ Yes
☐ No
☐ Does not apply
21. Are any of your children graduates of O.S.U.?
☐ Yes
☐ No
☐ Does not apply
22. Do you encourage your own or other children to attend O.S.U.?
☐ Strongly encourage ☐ Slightly encourage
☐ Neutral ☐ Discourage
☐ Strongly discourage
23. How are you currently employed?
☐ Self-employed ☐ Waged
☐ Salaried ☐ Retired
☐ Other (specify) _____
24. How satisfied are you in your current employment?
☐ Extremely satisfied ☐ Satisfied
☐ Unsatisfied ☐ Extremely Unsatisfied
25. What is your approximate current household income?
☐ \$1.00 to \$4,000.00
☐ \$4,001.00 to \$8,000.00
☐ \$8,001.00 to \$12,000.00
☐ \$12,001.00 to \$18,000.00
☐ \$18,001.00 to \$25,000.00
☐ \$25,001.00 to \$35,000.00
☐ Other (specify) _____

26. How far do you live from the O.S.U., Stillwater, Oklahoma campus?

<input type="checkbox"/> 0 to 25 miles	<input type="checkbox"/> 201 to 300 miles
<input type="checkbox"/> 26 to 50 miles	<input type="checkbox"/> 301 to 400 miles
<input type="checkbox"/> 51 to 100 miles	<input type="checkbox"/> 401 to 500 miles
<input type="checkbox"/> 101 to 200 miles	<input type="checkbox"/> over 500 miles

ALUMNI ATTITUDES

27. Of the various roles Oklahoma State University must fulfill what do you see as its principle role? _____

28. "As I consider all of my experiences as a student at Oklahoma State University, I can truly say that I am completely happy and satisfied with them and can recommend to anyone without any reservations that they should attend O.S.U. as a student."

☐ I agree strongly with the above statement.
☐ I agree with the above statement.
☐ I can't decide about the above statement.
☐ I disagree with the above statement.
☐ I disagree strongly with the above statement.

29. Any additional comments you wish to make would be greatly appreciated.

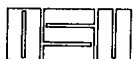
Thank you very much for your cooperation!

Please return this questionnaire in the enclosed envelope to:

CENTRAL MAILING SERVICES
 Oklahoma State University
 Stillwater, Oklahoma
 74074

If you would like an abstract of this research after its completion write your name, address, city and zip code on the following lines.

APPENDIX C



Oklahoma State University

DEPARTMENT OF EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 6461

January 18, 1973

Dear Oklahoma State University Alumnus:

On January 3, 1973 you were sent a questionnaire dealing with certain characteristics and attitudes of Oklahoma State University alumni. This study is being conducted in cooperation with the Student Personnel and Guidance section in the Department of Education at Oklahoma State University. Perhaps for some reason you did not receive the first questionnaire or maybe you just forgot to fill it out or to send it in.

It would be greatly appreciated if you would take eight to ten minutes to complete the enclosed questionnaire and return it in the enclosed, postage-paid envelope.

Thank you for your help and cooperation!

Sincerely yours,

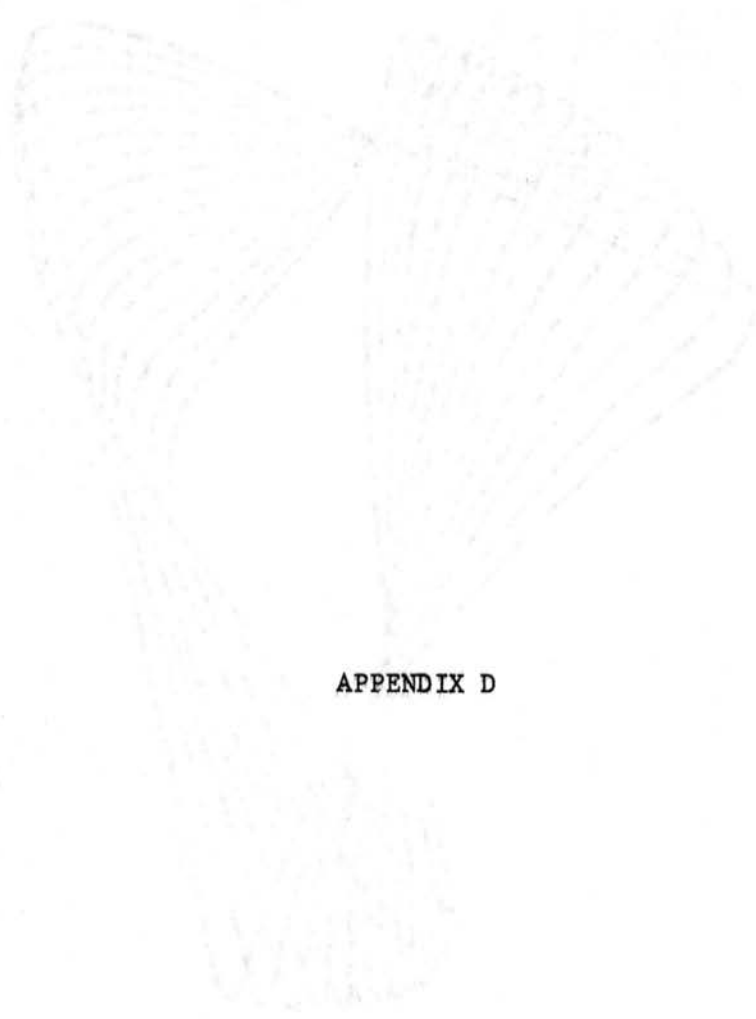
Frank E. McFarland

Frank E. McFarland, Ed.D.
Professor of Education
Oklahoma State University

Flora A. Caruthers

(Mrs.) Flora Caruthers
Researcher
Oklahoma State University

P. S. If you have already mailed the first questionnaire please ignore this letter and the enclosed questionnaire.



APPENDIX D

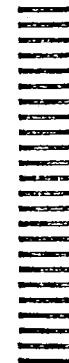
FROM Flora Caruthers
Oklahoma State University
Stillwater, Oklahoma

FIRST CLASS
PERMIT
No. 325
Stillwater, Okla.

BUSINESS REPLY ENVELOPE
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY —
CENTRAL MAILING SERVICES
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74074

Alumni Study



2-

VITA

Flora Ann Spencer Caruthers

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF CERTAIN CHARACTERISTICS OF ALUMNI WHO PROVIDE
FINANCIAL SUPPORT AND ALUMNI WHO PROVIDE NO FINANCIAL
SUPPORT FOR THEIR ALMA MATER

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, July 1, 1946, the
daughter of Mr. and Mrs. Francis Spencer; married in Oklahoma
City, Oklahoma, June 1, 1968, to John Kent Caruthers.

Education: Graduated from Mount Saint Mary's High School, Oklahoma
City, Oklahoma, in May, 1964; attended the Oklahoma City
University, 1964-65; received the Bachelor of Science degree
from Oklahoma State University, 1969, with a major in Element-
ary Education; received the Master of Science degree from
Oklahoma State University, 1971, with a major in Student
Personnel and Guidance; completed the requirements for the
Doctor of Education degree at Oklahoma State University,
July, 1973.

Professional Experience: Elementary teacher, Sumner Public School,
Perry, Oklahoma, 1969-72; Veteran Administration Counselor,
Bureau of Tests and Measurements, Oklahoma State University
1972-73.